Patterson High School

Teacher: Ms. Megan Nichols Lesson Date: Friday, Oct. 7

Subject:GOVT. Unit Title: CIVIC PARTICIPATION!

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)* | | **Agenda:** *(What is the snapshot of my class flow?)*   1. Do-now 2. Share out of statistics + readings (engage) 3. News and graph exploration + discussion 4. Reading and practice on types of economies\* or protest preparation 5. Protest! Spread the word at Patterson and in the community | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  SWBAT analyze the Occupy Wall street movement and economic disparities in the US. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
| 5 | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students respond to PP slide posted on the PP slide. As students enter, teacher hands out numbered strips for students to read.  *What do you think life is like right now for the richest people in America?*  *What do you think life is like right now for the poorest people in America?*  *What do you think life is like right now for most Americans?*  Teacher will facilitate share out and probe students on their definition of “most” Americans as well as any differences and commonalities established between the groups. Teacher will ask students to share how they think these people live and feel on a daily basis, what are their worries and concerns, etc  Review and collect homework. | |  |
| 15 | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will ask class to define the word REVOLUTION in groups; using markers and chart paper they will create a poster that demonstrates their idea of a revolution. Teacher will display images of revolutions on the PP slide to spark student thought.  Teacher will explain that what we are doing today is INCREDIBLY important and that students should be forewarned. Very soon, it’s very likely that they will feel OUTRAGED. Teacher will ask students to stand and read numbered slips that explain current global and domestic financial situation (see attached).  Teacher will lead students through brief discussion following the readings. | |  |
| 15+ | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will briefly explain current economic situation in the United States using graphs on PP slides—students will explain to her what they see. Teacher will ask that students record 1-3 things that stand out to them that they hear on a post it note.  Teacher will explain the Occupy Wall street movement and show brief clip on protestors in NYC, followed by brief discussion about the protestors—do they have a right to be this angry? What can they do about it? What should the govt. do about it?  Teacher will lead discussion in direction of media bias—have we seen this on TV? Why/why not? Who determines what the news shows every evening?  Teacher will then transition and show poster for occupy Baltimore and explain to students the Occupy Baltimore movement. | | |  |  | | --- | --- | |  |  | |
| 40+ share out | **Guided practice:**  Teacher will set purpose for work time with return to class motto: *If not us, who? If not now, when?*  Students will work in groups to brainstorm how to spread the Occupy Baltimore movement at Patterson and in their own communities. Students can create posters, write letters, call friends, post facebook statuses, etc. if and only if they believe that people should be paying attention to what we have learned about today. If students do not want to participate, teacher will provide them with an alternative assignment (see attached on types of economies). Teacher will conference with targeted students at this time. | |  |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Will assess through group conferences and share out. | |  |
| 10 | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Students will share their work with the class and determine next steps they can take moving forward. Teacher will record list and thank students for | |  |
| 2 | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Do-Now slide, vocab warm up, experiment packet |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |

1. STOP. Stop whatever you are doing, and pay attention.
2. No, really. This is important. Put your phones away, stop thinking about your weekend, and PAY ATTENTION.
3. I want to be successful. I want to be able to be independent and to take care of myself.
4. I want to be successful. I want to have a job that I love and to be able to relax and enjoy my free time. I need money to do this.
5. I can’t get a job. I keep looking, and I can’t get a job.
6. There are 40,000 vacant homes in Baltimore.
7. I am a CEO for a top company in the United States. Last year we fired 30,000 workers, but I earned a 10% raise.
8. In the 1990s, over 100 million children died around the world from disease and starvation.
9. Today, nearly 13 million children are hungry in the United States.
10. I lost my job and can no longer provide for my family. Every night I can’t fall asleep, because I’m wondering how I will be able to pay the bills and feed my children.
11. We are protesting against the incredible problems we see. We are not anarchists. We are not hooligans. The top 1% control 50% of the wealth in the USA.
12. I have a college degree! I intelligent—no, I am BRILLIANT, and I can’t find a job.
13. **Our economy produces tremendous wealth but it also produces tremendous poverty.**
14. The rich are getting richer and the poor are getting poorer.
15. But if you’re in that top 1%, the richest 1% of Americans, life is grand. You’re making more money than you’ve ever made before.
16. Why is this happening?
17. If you’re not outraged, you’re not paying attention.